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ABSTRACT

A study of 36 factors which could possibly limit the use of instructional television (ITV) in elementary schools consisted of an analysis of the responses to a questionnaire administered to 318 teachers who taught in kindergarten through grade six. Chi-square tests were computed for each factor in relationship to the average frequency of classroom ITV use per week. Results indicated that the 20 factors which affected the frequency of use included some teacher characteristics and attitudes, school and class size, grade level, planning and management, and ITV content. Comments by teachers indicated that a major factor in the use of ITV was public opinion toward its use. A selected bibliography of relevant research is provided. (CMV)

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FACTORS AFFECTING THE USE OF INSTRUCTIONAL TELEVISION IN THE CLASSROOM

by

Dr. E. Joseph Broussard

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FACTORS AFFECTING THE USE OF INSTRUCTIONAL TELEVISION IN THE CLASSROOM

By Dr. E. Joseph Broussard

Little doubt remains today that television plays a big part in education in the United States, and it provides much to discuss in the classroom. Instructional television especially is a powerful teaching tool. If properly used, it can capture and hold students' attention, transmit information, and stimulate learning.

Instructional television, with its unique visual capabilities, can take students to foreign countries, under the sea, to the top of a mountain, into a chemistry laboratory, and provide many learning experiences. This cannot be duplicated by the teacher alone.

Goodwin C. Chu and Wilbur L. Schramm at the Institute for Communication Research, Stanford University, concluded that". . . it has become clear that there is no longer any reason to raise the question whether instructional television can serve as an efficient tool for learning. This is not to say that it always

does. But the evidence is now overwhelming that it can, and, under favorable circumstances does."

PURPOSE OF THE STUDY

The use of instructional television as a teaching device is spreading, but ITV's use is still limited. The author did a study to determine factors that could possibly limit the use of ITV in elementary schools. Considered were the following 36 factors:

1. The age of the teacher.
2. The sex of the teacher.
3. The professional preparation of the teacher.
4. The formal media preparation of the teacher.
5. The formal instructional television preparation of the teacher.
6. The number of years of teaching experience of the teacher.
7. The number of students in a school.
8. The size of the class.
9. The grade the teacher taught.
10. The teacher's access to a television receiver.
11. The teacher's access to a video tape recorder.
12. The teacher's access to video cassette tapes.
13. The availability of support personnel to assist the teacher.
14. Conflicts between teaching schedules and telecasting schedules.
15. Poor television reception.
16. Lack of instructional television manual to familiarize the teacher with programs and to assist in planning lessons.
17. Poor content of instructional television programs.

18. Encouragement from the teacher's supervisor to use instructional television.
19. Encouragement from the teacher's principal to use instructional television.
20. The teacher's fear of damaging ITV equipment.
21. The teacher's belief in the effectiveness of instructional television.
22. Test results.
23. Teacher participation in workshops.
24. Discussion of instructional television at faculty meetings.
25. Teacher's belief that instructional television held the attention of the students.
26. The teacher's belief that the classroom was conducive to using instructional television.
27. The teacher's ability to operate instructional television equipment.
28. The belief that teachers were able to use instructional television in their classrooms successfully.
29. The belief that instructional television motivated students.
30. The inability to preview programs for use in teaching classes.
31. The personality of the instructional television teacher in the televised programs.
32. The classtime required to use instructional television.
33. The lack of opportunity to learn how to use instructional television.

34. Time teachers spend planning and preparing lessons that incorporate instructional television.
35. Teacher's lack of confidence in the effectiveness of instructional television.
36. The teacher's belief that innovative programs such as instructional television improved learning.

PROCEDURES

A search of the related literature was made to conceptualize the problem. Factors that were possibly limiting the use of instructional television were digested into the 36 items given above.

The study was limited to an analysis of the responses to a questionnaire administered to 407 teachers who taught grades kindergarten through sixth grade. These teachers instructed approximately 10,500 students. The percentage of return of questionnaires was 78 percent, 318 out of 407 distributed.

Simple statistics were tabulated, and chi-square tests were computed for each factor in relationship to the average frequency of use of ITV each week in the classroom. The .05 level of significance was used in testing the null hypotheses.

FINDINGS

After the results were analyzed by the computer, it was found that of the 36 factors, 20 affected the frequency of use of instructional television and 16 did not. The findings, however, were interesting in that some of the factors the author expected to find intuitively to affect the frequency of use did not prove to be significant. Also, comments of teachers indicated that a major factor in the use of ITV was public opinion towards its use. Many teachers believed parents would feel their children were "goofing off" watching

television instead of doing their school work.

RELATED TO FREQUENCY OF USE

Analysis of the data justified the conclusion that the following factors were related to the frequency of use of instructional television in the classroom:

* The higher the degree of the teacher the less ITV was used.
* The larger the school the less ITV was used.
* The larger the class the less ITV was used.
* The higher the grade the less ITV was used.
* The more the sharing of a television receiver the less ITV was used.
* The more the accessibility of a video tape recorder the more the teacher used ITV.
* The more the conflicts between teaching schedules and telecasting schedules the less ITV was used.
* The poorer the television reception the less ITV was used.
* The more the encouragement from the teacher's supervisor to use ITV the greater was its use.
* If the teacher believed in the effectiveness of ITV the greater was its use.
* Participation in instructional television workshops caused higher frequency of use.
* The greater the belief of the teacher that the classroom was conducive to using ITV the greater was its use.
* Planning and preparation time.

* Poor content of ITV programs.
* Teachers who operated ITV equipment easily used it more than those who said they had problems operating it.
* Teachers who believed that instructional television motivated students used it more frequently than teachers who did not believe this.
* The inability to preview programs caused teachers to use ITV less frequently.
* A lack of opportunity to learn how to use instructional television caused teachers to use it less frequently.
* A teacher's lack of confidence in the effectiveness of instructional television caused a lower frequency of use.
* The teacher's belief that innovative programs such as instructional television could improve learning caused a higher frequency of use.

NOT RELATED TO FREQUENCY OF USE

The following factors were found not to be related to the frequency of use of instructional television:

* The age of the teacher.
* The sex of the teacher.
* The number of college hours a teacher had in educational media.
* The number of college hours a teacher had in instructional television.
* The number of years of teaching experience the teacher had.
* The teacher's access to video tapes to record programs.

* The availability of support personnel to assist the teacher.
* The lack of instructional television manual to familiarize the teacher with programs and to assist in planning lessons.
* Encouragement from the teacher's principal to use instructional television.
* The teacher's fear of breaking television equipment.
* The effect of instructional television on test grades.
* Discussion of instructional television at faculty meetings.
* Teacher's belief that instructional television holds the attention of the students.
* The belief that teachers are able to use instructional television in their classrooms successfully.
* The personality of the instructional television teacher in the televised programs.
* The class time required to use instructional television.

CONCLUSION

To many educators, instructional television has great promise if effectively used in the overall educational program. However, many dollars will have to be spent on educating the teacher and providing needed receivers if the frequency of use is to be raised. Also, administrators will have to make an effort to reduce telecasting and teaching schedule conflicts and provide pre-recorded lessons. Until teachers can use instructional television almost as easily as

using the chalkboard or a map, then they will continue to ignore the medium.

Dr. E. Joseph Broussard is the director of research for the Louisiana State University School of Journalism.

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